

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has had a significant impact on the school, including staff, students, and parents. As a nonclassroom based charter, the school was positioned to transition to distance learning quickly and efficiently, but we were not immune to challenges along the way. School leaders focused efforts on supporting staff, students, and parents by creating new procedures and guidelines that aligned with changing guidance from our authorizer, the County Health Department, CDE, and the State. Some necessary initiatives included: nearly all employees were transitioned to work from home, and school sites and offices were closed, all students were issued Chromebooks to access the educational program, course content was moved fully onto Canvas (our learning management system), student support services and appropriate student and parent events were moved online, many administrative systems have gone paperless, cleaning protocols have increased, and the student meal program was significantly expanded to meet the needs of our students and the community. According to our stakeholders, the charter did a fabulous job with the transition under the circumstances.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The school has sent regular communication to families throughout the pandemic changes in the spring, summer, and fall of 2020, and has collected stakeholder feedback through mass online surveys, board meetings, parent meetings, and anecdotal communication. In order to provide increased support to parents, the school website landing page was changed to highlight COVID-19 notifications and subsequent schoolwide changes to the instructional program (see www.springscs.org). Additionally, our Parent Support team increased support by extending phone service and online live-chat hours to span from 7:00a.m. to 7:00p.m.

Two online surveys were sent via email directly to all parents, students, and staff with the goal of improving understanding of current needs and identifying possible solutions. One survey was sent last spring and one this September. Both surveys were also solicited on the school website, and announced at Governing Board meetings. In the first survey, the school collected feedback about families' concerns regarding the opening of school facilities, as well

as schedule preferences, and safety measures for 2020-21. In the second survey, stakeholders were asked for written comment feedback on the initial draft of this plan. The draft plan was available to read in its entirety.

The surveys were translated into Spanish, and we received feedback from our Spanish-speaking population. Other means of feedback was brought forward from our leadership from the parents who did not have internet access or did not participate in the formal survey. Parents could also request a paper copy of the plan and survey. Please note that all families were given at least one Chromebook and a MiFi (or access to no-cost internet options) during the pandemic, so they did have access to the online surveys. Staff recognize that not all filled it out so the anecdotal feedback was also well-received and allowed charter leadership to adjust plans accordingly. See below for details on responses.

[A description of the options provided for remote participation in public meetings and public hearings.]

In compliance with revised Brown Act accommodations during the Covid-19 pandemic, all Board meetings have been held virtually. In order to allow full stakeholder engagement, all meetings have been fully open to the public via both telephone and teleconference. Agendas have been emailed to our full stakeholder email list and posted on our website, and have included the telephone number as well as the web link to join the meeting. Each meeting has included an opportunity for general Public Comment, and the Learning Continuity Public Hearing solicited specific public comment.

In addition to making all board meetings and this public hearing accessible to stakeholders, the school emailed all staff and parents requesting feedback and written comment on the draft of this plan. Responses are summarized in the following question.

[A summary of the feedback provided by specific stakeholder groups.]

The school transitioned to full independent study distance learning in the spring of 2020. In May 2020, the school surveyed parents and students, receiving the following feedback:

- 94% believe the school is doing well or very well at addressing the needs of students during the stay-at-home order.
- 97% report to have participated in distance learning.
- 91% feel supported by teachers.
- 92% believe changes to the educational program were made in a timely fashion.
- 90% of grab and go meal participants gave highly positive feedback.
- 76% of EL families reported to receive “mostly” or “completely” sufficient ELD support and instruction.
- 78% found IEP services to be beneficial or highly beneficial.

Students and parents were also surveyed about preferences for the 2020-21 school year and received the following feedback:

- 61% prefer to keep the regular schedule for on-site instruction
- 20% would like classroom options but less than the usual schedule (possible AM/PM, hybrid, etc.)

- 19% prefer all schoolwork to be done from home
- Nearly half of survey participants list health concerns, childcare, and parent work schedule as primary contributing factors
- 67% prefer on-site temperature screenings when students are allowed to return to school facilities
- 43% prefer face coverings to be worn by staff or students
- 33% prefer students to remain at their desk during lessons or meal breaks
- 22% reported to be not comfortable with any additional safety precautions

In September, the charter sent an online form allowing for a 7-day written comment period to solicit feedback on this draft plan. The plan was given to parents, staff, students, and community members in its entirety asking for any and all comments regarding any portion of the plan. The plan was available in English and Spanish, paper copies were available upon request, and it was also posted on all social media outlets. Across the network of Springs Charter Schools, 548 stakeholders gave feedback (533 in English and 15 in Spanish). Of the entire group, 64% marked “I have read this plan and have no comments at this time.” The remaining participants left comments, which were read in their entirety by the Learning Continuity development team.

An analysis of all comments indicated:

- 44% stated that the charter is doing a great job and thanked staff for their excellent work.
- 33% said they wanted to go back to school, and of those, the majority wanted to return with no masks. (Masks were a large topic.)
- 12% asked for additional clarifying information; those questions have been sent to the applicable leader for follow-up.
- 4% stated that they plan to stay on full independent study/distance learning through the end of the year.
- 3% Homeschool and feel this has little/no effect on them.
- 4% had questions about their student(s) with IEPs and will receive personalized assistance from the Special Education Department.
- >1% wanted to return with masks.

The results of the Spanish-speaking/English Learner parents were as follows:

- Of the entire group, 73% marked “I have read this plan and have no comments at this time.”
- All Spanish comments provided were positive commendations thanking the school and praising teachers for all they are doing for their students.

Staff is extremely pleased with the stakeholder feedback. All comments, including parent name/email, are on file at the administrative offices for review, upon request.

Throughout the school year, parent engagement groups and events (eg. DELAC, “coffee with the principal,” etc.) will continue reviewing this plan and discussing school initiatives as we transition through phases of on-site learning options. The school’s plan may be revised based on changing needs of students, parents, and staff, as well as updated guidance from the County and State offices.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on the responses from the stakeholders the Plan has been changed as follows:

- High-achieving student language has been added
- Students with IEPs language has been added
- Assistant Classroom Educators (ACEs) language as been added
- Mask usage language has been added
- Parent choice for distance learning/returning to school language has been added
- EL, Foster, Homeless language has been added

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

In accordance with Governor Gavin Newsom’s Pandemic Plan for Learning and Safe Schools, the charter started the school year implementing a full distance learning model. The LEA has plans for returning to hybrid and in-class instruction and in-person student events in accordance with each county’s health and safety guidelines and the guidelines of the CA Dept of Public Health and guidance provided by Governor Newsom. The LEA is tracking the state Monitoring List that provides data for when schools may begin the transition back to in-person learning. In conjunction with the state requirements and guidelines, the LEA has developed transition plans for when the county is off the monitoring list and in-person learning may resume.

The LEAs COVID-19 Plan is in alignment with the COVID-19 Industry Guidance: Schools and School-based Programs that was released to the public on July 17, 2020. All guidance included in the plan is consistent with the Center for Disease Control (CDC), California Department of Public Health (CDPH), and National Association of School Nurses. Timelines and changes to this guide will be made in accordance with local county health ordinances and procedures to ensure community safety from the spread of and risk of exposure to COVID-19.

All educational programs in the charter will open the 2020-2021 school year in a fully virtual format beginning on August 20, 2020. Distance Learning will be in place for a period of time that will allow local health authorities and schools to address the rapidly evolving situation that the coronavirus pandemic

has created. The charter's Governing Boards, Superintendent, and executive administrators have created a plan that is inclusive of the need to respond to local and State authorities determination of the current disease levels and threat of the spread of the disease within each county.

The charter's Covid-19 Reopening of School Plan has five phases that range from providing a fully distance learning option to returning to fully operational. Each phase is designed for optimal safety based on the level of risk of exposure to the COVID-19 virus.

In the event of a rise in the level of risk, Springs' instructional programs may need to revert to a previous phase until the local health authorities have determined that the level of risk of contracting COVID-19 has subsided.

Each phase includes appropriately meeting health and safety guidelines. Phase three allows for a hybrid model where in-person classroom instruction is allowed in small, closed, "bubble" groups combined with distance learning. During this phase, specialized services and assessments will be conducted virtually unless otherwise determined by local county health authority. Instruction for bubble groups will occur at the school site for designated days and time with disinfection occurring on a regular basis between bubble groups.

The COVID-19 Plan includes steps to identify students who have experienced significant learning loss due to the school closures in 2019-20. The LEA will implement a cycle of diagnostic assessment, goal setting, progress monitoring and assessment. All students will take a standards-based adaptive diagnostic assessment (i-Ready) in ELA and math in a proctored virtual setting. The diagnostic identifies gaps in learning and aligns instruction to address the gaps. Students identified as needing intervention in ELA and math will have access to online math and ELA programs for intervention. The same cycle of assessment is applied to the online program assessments and instruction. The online learning programs are personalized for each student. Teachers and their Assistant Classroom Educators schedule 1:1 and small group instruction (online until the LEA is back to in-person instruction) to accelerate learning for students at risk of experiencing continued learning loss or challenges due to the impact of Covid-19. Teachers develop personalized learning plans for every student and creates a plan to address and accelerate student learning where learning loss has occurred. Interventions are monitored and assessed using a variety of formative and summative assessments.

Learning loss is addressed in greater depth in the learning loss section below.

The COVID-19 Plan includes efforts to mitigate the risk of transmission of the coronavirus while on campus, including physical distancing protocols, face coverings, and sanitization procedures. In addition to the protocols for stopping the virus spread, school facilities will include a designated restricted area for any staff or student who is sick and is waiting to leave the school site.

The following protocols will be implemented:

Physical Distancing

All staff, students, and visitors will practice physical distancing upon arrival to and in all common areas of the campus / facility.

Signage and designated areas

All campuses and facilities will have clearly designated common and restricted areas, designated traffic patterns to avoid cross traffic in hallways and offices, and clearly marked entry and exit routes.

All campuses / facilities will post signage to remind staff, students, and visitors to adhere to requirements for physical distancing and wearing face coverings.

Ventilation and Air Flow

Facilities department will ensure that all ventilation requirements, Cal/OSHA requirements, and CDPH asthma safer cleaning methods are inspected and upgraded as required by the Healthy Schools Act, as applicable.

Intensify Cleaning, Disinfection, and Ventilation

Supervisors and campus administrators will complete a COVID-19 safety checklist that will include, but is not limited to, suspending the use of some site communal resources, such as staff lounges, kitchens, water fountains, coffee makers, and dishes.

Custodial staff will be trained on the use products that are approved for use against COVID-19 as found on the Environmental Protection Agency (EPA) approved list.

Promotion of Healthy Hygiene Practices

Provision of additional hand washing stations throughout the campus and facilities.

All campus / facilities are supplied with adequate soap, paper towels, tissues, sanitizing stations, and additional face coverings for staff and students.

All students and staff will be required to wash their hands when entering the classroom and encouraged to wash their hands with soap and water frequently throughout the school day.

Student and staff health services will be provided at each campus / facility to provide temperature checks and COVID-19 symptom monitoring for individuals that are returning to school or work after being ill, who have a cough or sneeze that may be due to a non-virus illness (such as allergies), and that do not have a temperature.

All supervisors and staff are trained and provided with instructional materials on proper hand-washing, cough and sneeze etiquette, physical distancing, and wearing of face coverings as protective measures to stop the spread of virus.

Senior staff will put in place a process to inventory, purchase, and supply all custodial, food service workers, health services staff and other identified staff with proper PPE that includes: N95 or surgical masks, gloves, hand washing and sanitizing supplies, and protective outer clothing, as applicable.

Cleaning schedules will be posted throughout all Springs' campuses and facilities and in all bathrooms.

Face Coverings

All individuals that enter a Springs' campus or facility will wear face coverings in accordance with the local health department orders for community safety. Staff, students, and visitors will provide their own face coverings (per health department orders) unless specific PPE or other restrictions apply.

Additional disposable face coverings will be made available for staff and students that may need them.

Face coverings will be optional within restricted areas, including classroom and designated work areas, that are assigned to a cohort "bubble" group.

Staff or students within restricted areas that are being monitored for temperature and symptoms of the virus through the health office will be required to wear a face covering within their assigned classroom or workstation throughout the 10-day health monitoring window.

Phase five is described as fully operational.

Stakeholders have widely indicated that they do not wish to have their children in face masks all day. Staff will take this into consideration when students return to in-person instruction. However, health mandates must be followed.

Return to school

Families will have two options to choose from for schooling for the 20-21 school year. They may choose to continue 100% distance learning or a hybrid option that will include in-person and distant learning. Classroom teachers will provide the instruction for the families who choose the distance learning option and school sites will continue to provide some small group instruction including social emotional learning and support.

Depending on the number of parents electing 100% distance learning, certain teachers will be designated as distance learning teachers to support a variety of grade levels.

Teachers will provide a variety of "flipped" or blended resources to support the distance and hybrid learning options. The resources will include recording live lessons, online sessions, and creating recorded lessons for distance learning.

Appropriate student support and will be in place for all students including those students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. This may include students with disabilities or homeless and foster youth.

Related services will be provided in-person in accordance to the guidelines outlined above. Students needing additional support and services or with acute needs may receive in-person support prior to phase 3 implementation if necessary and health and safety needs are met.

Services will continue in a virtual setting including contracted providers who have previously conducted online services.

The LEA will implement a systematic cycle of assessment including initial screenings and formative and summative assessments. This practice will be implemented in both the online and in-person school setting. The cycle of assessment is part of the mastery learning cycle that is a regular part of the LEA's instructional program. Assessment in the online setting will be supported by online proctoring services such as Honorlock as well as teachers administering 1:1 proctored assessments.

Assessment data is used to develop personalized learning plans for each student in the school. Intervention strategies including small group instruction and intervention programs for math and ELA will be implemented in both the online and in-person school setting. Classroom teachers and their Assistant Classroom Educators will provide interventions and support to mitigate learning loss, accelerate learning, develop "catch-up" plans and address individual student needs based on strengths and areas of need.

Again, families will have two options to choose from for schooling for the 20-21 school year. They may choose to continue 100% distance learning or a hybrid option that will include in-person and distant learning. No one will be required to return to class once the school sites open.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment (PPE): Face coverings to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$350,000	N
Signage, Posters, and Floor Decals. Visuals and signage are used to provide visual reminders and to identify traffic flow and specific exit and entry points.	\$ 10,000	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$ 25,000	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$ 25,000	N
Honorlock online proctoring	\$ 25,000	N
Communal water fountains will be disabled and, when feasible, replaced with water bottle refilling stations.	\$ 100,000	N
Additional hand-washing stations with soap and water dispensers will be provided at all campuses for staff and student use.	\$ 75,000	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The LEA will provide continuity of instruction during the school year to ensure that pupils have access to a full curriculum of similar quality in both distance and in-person learning by ensuring that teachers and leaders adhere to the schoolwide I Can! pacing guides for all content areas including English Language Arts and Math. I Cans! Are student-friendly grade-level standards. The charter’s assessment calendar is aligned to the schoolwide pacing guides and includes both internal and external formative and summative assessments.

The charter has identified I Can! Grade-level standards including priority skills that are reflected in the pacing guide. The math pacing guides for grades 4-8 includes a “Math Springboard” as an interactive, student review of math concepts for grades 4-8. The review includes three weeks of key concept

skills that are necessary for the current grade-level. The Springboard is intended to ensure that students have the prerequisite grade-level skills and to mitigate any learning loss from 19-20.

The charter is a mastery learning school and teachers will continue to focus on mastery of grade-level standards and attend to the mastery cycle whether in a distance learning or in-person environment. The mastery learning cycle includes student goal-setting, instruction, assessment, revision, and reflection. Evidence of mastery will be uploaded to the school's learning management system, CANVAS. Students may access grade-level standards at an accelerated rate including the following year's standards and teacher's ensure remediation for skills that may be missing that are below grade level.

Teachers and parents have access to grade-level proficiency scales that define levels of mastery and provide a guideline for what mastery of each grade-level skill should look like. These proficiency scales are available online and are a useful tool for supporting mastery learning.

The LEA will continue to personalize learning for every student in accordance with our mission and vision and educational program. Teachers will meet with each student and their parent or guardian in a virtual meeting to discuss individual student learning goals, to provide an orientation to the online learning platform, and to develop a personalized learning plan for each student. The personalized learning plans take into account options for online and in-person instruction.

All teachers have established weekly class schedules for online meetings using Zoom or Google Meets. In addition to the weekly online class schedules, teachers have established a schedule of 1:1 meetings and small group instruction. Teachers have been provided professional development to understand how to flip the classroom instruction so that the virtual meeting sessions are collaborative, interactive, and engaging. While the LEA is implementing the distance teachers are available throughout the regularly scheduled school day via online meetings, chat, and through office hours. Site administrators have established specific communication guidelines and criteria for teachers regarding maintaining the home to school connection during both distance learning and in-person learning.

All teachers are required to have a CANVAS course for their particular grade-level or subject area. The CANVAS course includes daily lessons and engagement and will be maintained whether learning is in-person or online. The CANVAS courses are developed to ensure that parents have adequate instruction and resources to support their students especially during distance learning.

The LEA's plan for curriculum and instructional resources will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. The LEA has ample online standards aligned student and teacher resources to support learning in the distance and in-person environment. I Can! Standards courses for math and ELA are developed in CANVAS for grades K-8. These courses are designed for students to work independently on specific standards with support from the teacher.

In addition to these standards based courses, we provide i-Ready instruction for math and ELA. The i-Ready online learning includes diagnostic assessments and aligns student learning plans to the assessment results. This instruction is individualized for each student. The LEA also uses ST math

which is an online concept based math program that is aligned to each student's individual assessment results. The LEA uses Reading A-Z which is an online reading program that can be used independently by students at home online or in the classroom setting. The LEA provides teachers and students specific online programs to support English Language Development and remediation. These programs include RAZ kids, Reading Plus, and Reading A-Z.

The LEA is poised to support early literacy development for TK-3 with the use of a variety of print and digital resources. All teachers have access to our online resources for literacy development. In addition to the online resources, the LEA distributed print materials including trade books and poetry readers to all students to use at home. The same materials are available in the classroom when we return to in-person learning.

All students receive school supplies and material necessary for success while learning at home. Supplies include math manipulatives, reading materials, workbooks, and project supplies. These are the same materials that will be used in the classroom when we return to in-person learning. Students are using a blend of print and online curriculum and resources regardless of the learning environment. All students received print materials for distant learning purposes for math and ELA including novels and math workbooks.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Each family has at least one Chromebook, most have one per student. If a family is unable to afford or access the internet the charter school will provide a MiFi hotspot for internet connectivity. Principals and directors survey families to determine whether or not students have access to the internet. Principals and directors fill out a request form to our IT department for a MiFi and it will be provided to families in need.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The LEA will continually monitor student participation/progress through regularly scheduled synchronous instructional minutes and individual goal setting meetings. Students that typically attend in-person classes or workshops will have live contact with their teachers via live class meetings and online instruction. These class meetings will vary in frequency and time based on the grade level and program of the students. High school students will participate in live classes for each content area on a weekly basis. The LEA has developed expectations for distance learning which outline best practices to use during synchronous instructional time. This includes using the "flipped" classroom, multiple modalities and multi-media during instructional that is delivered in chunks. During live lessons teachers will use a variety of online tools and for formative assessment and checks for understanding.

The LEA will continue to monitor student progress via three diagnostic benchmark assessments. The diagnostic assessments will identify areas of strength and need and align to individualized instruction to address each standard. Teachers use the diagnostic results for individual goal setting as well as for small group interventions. Teachers and Assistant Classroom Educators use this data to provide interventions and to accelerate learning as needed. Progress monitoring is an ongoing process and the diagnostic assessment data is one measure used to monitor progress and mastery of standards.

The LEA is a mastery learning school and growth is measured by demonstrating evidence that grade-level skills are mastered. Teachers implement the mastery learning cycle to assess and monitor progress and proficiency scales are used to measure progress.

Student participation will be determined based on adequate progress (assignment completion) and engagement. Participation and time will be monitored by viewing a weekly log that describes how students are accessing and turning in work. Students will be supported with individualized learning plans and weekly check-ins. Engagement is monitored via a weekly log and is defined in several ways including attending class online, meeting teachers one-to-one, joining a learning plan or small group meeting, connecting with the school counselor or communicating via email, phone, or the CANVAS LMS.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All SCS Teachers will engage in high quality, interactive professional development for distance learning and the use of the school's online learning management system and district provided distance learning tools. The school is committed to ensuring that every educator has the hardware, software, and support that they need to be successful with distance learning. Teachers have access to a toolbox that provides distance learning resources and templates to easily incorporate into their LMS or instruction. The Instructional Support team provides ongoing opportunities for educators to learn about distance learning tools for engagement and for best practices in the online learning environment. Opportunities are provided for teachers to practice using distance learning tools through a variety of training sessions offered weekly. The school has curated recorded training sessions, webinars, and articles so that educators have access to resources available 24/7 to access at their own time and pace. Many of the professional development opportunities at Springs are differentiated based on beginning, intermediate, and advanced technology skills and can be completed independently in our professional learning LMS, Bridge.

The Education Leadership Team is committed to sharing the pedagogy of Blended Learning with our educators. We have contracted with our San Bernardino County Office for professional learning on the Quality Online Teaching Standards. We are building our teachers' capacity to understand the Blended Learning Pedagogy and the standards for online teaching so that they may implement this learning into their online lessons and instructional design. To ensure that teachers feel confident in the pedagogy, methods, and resources that they need to be successful in distance learning we have offered live training and support for a wide range of topics. Teachers will have ongoing coaching and support from the Instructional Support Team including mini live training sessions, an online toolbox with an index of recorded training and webinars. A weekly schedule of both synchronous and asynchronous staff development workshops is available to all teachers.

Topics include the following:

- SCS Distance Learning Expectations

- Canvas Non Negotiables (LMS features for DL-Home Page, Canvas Parent App, Announcements, Pages, Module Navigation, Quizzes, Assignments, Grade Book, Speed Grader, Commons, and Technical Support for families, students and teachers)

- Digital Citizenship (CIPA)

- Google Apps for Education

- Chromebook basics for students and Trouble Shooting for Parents at home

- Progress Monitoring with i-Ready at Home

- Strategies for building classroom community and connection while supporting the whole child (morning meeting templates, SCS Thrive Cards, Holistic View of Students, survey tools, ZPD Goal Setting, online class expectations, self-care for teachers, SEL self-assessment, online welcome rituals, online student engagement best practices, online student connectedness strategies and distance learning tools.

- Hyperdocs Gallery (Access, Engage, Express)

- Online Discussion Boards

- Online Student Cooperative Groups and online discussion boards.

Development of Social Emotional Learning (SEL) lessons focused on universal themes including connecting and belonging.

To build the SCS professional community and network, teachers in each program have shared a Padlet with their expertise, background, what they need, and what they have to offer during Distance Learning. Teachers have been trained on Twitter and Twitter Networks. They have been encouraged to join EdChats and develop their own professional learning network during this time.

We have also increased accountability for our professional learning by adding outcomes to our TeachPoint System. Teachers are setting goals for personalized distance learning and will meet with their supervisor three times this year to monitor progress toward their goal completion.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The COVID-19 pandemic and the need to move to a distance learning model have impacted the roles and responsibilities of staff across the school. New roles and responsibilities have been developed and will continue to be refined or adjusted as needed while the school moves through the phases of reopening school sites.

Staff have become trained in health services and safe learning environments. Each staff member will now take mandated safety training to understand and help eliminate the spread of infectious disease with comprehensive plans. Staff have shifted from in person learning to creating safe learning in a

virtual environment. In addition to health and safety training requirements across the school the following key changes have been made to the roles and responsibilities of staff:

Field trip Coordinator: This position will be put on hold for the 20-21 school year and minimal field trip duties will move to the Student and Parent Events Coordinator position.

College and Career Technician: The Field Trip Coordinator will fill a one-year position as the College and Career Technician. This position will be evaluated at the end of the 20-21 school year. The College and Career Technician position will be especially important as we support our high school students in the distance learning model. In part, the technician will work with the High School Program Director to support students in the process of dual and concurrent college enrollment and completion. In collaboration with the High School Program Director and principal, the technician will analyze unit completion for all high school students to ensure that students are meeting the career and college requirements and school goals. Additional high school support is essential during this unprecedented time.

Administrators

Understand and implement all required public health measures in accordance with local and state agencies.

Designate appropriate staff to be responsible for responding to COVID-19 concerns and implementation of health and safety guidelines and ensuring access to PPE. Ensure appropriate and equitable distance learning opportunities and access to technology.

Support staff with the transition to distance learning. Ensure staff has the appropriate technology and training to do their jobs in a distance learning environment.

Maintain open communication with all staff and stakeholders regarding the school's response to COVID-19 and plans for reopening.

School Site Administrators

School administrators have shifted their daily routines to supporting staff, students and their families in the distance learning environment. At the same time, school administrators are preparing their school sites for when it is safe for students to return to school. All site administrators developed in collaboration with the superintendent and senior leadership team transition plans for the safe return to school. Transition plans include four phases and provide options for families who elect distance learning for the entire 20-21 school year.

School administrators must ensure that all students have both print and electronic resources to continue their learning in the distance and hybrid learning environment. They must continue to support staff and ensure that teachers are implementing best practices for distance learning. School administrators

have the responsibility of conducting regular staff meetings and professional development online and maintaining a safe and collaborative culture in an online setting.

School site administrators have been informed of any parents that need additional support based on the survey feedback. Administrators are working directly with these parents to personalize learning needs for their student(s).

Teaching Staff

All teaching staff will continue in their roles and performing their broad responsibilities, with adjustments to teaching in the distance learning context.

Adjustment to teaching staff include understanding and implementing best practices in the online environment. Adjustments will continue to be made as we move through the phases of reopening and may include ongoing distance learning, hybrid learning, or classroom instruction with appropriate Covid-19 health and safety guidelines in place.

Teachers will enter all lesson plans in the school's LMS and support students in using the LMS for uploading assignments and engaging with peers and teachers through the use of online tools such as discussion boards.

Teachers will adjust instruction to the online or hybrid environment until they are fully back in the classroom. The school has created expectations for online learning including guidelines for schedules and minimum standards for work completion. The school also provided teachers with protocols and codes of conduct for staff and students. Teachers completed 12 hours of professional development in 2019-20 (March-May) on distance learning best practices. Professional development will continue throughout the school year so that teachers are well-supported and prepared to meet the new teaching requirements and expectations of distance learning.

School Site Support Staff

Assistant Classroom Educators (ACEs): Assistant Classroom Educators have adjusted their roles and responsibilities to include supporting teachers and students in the online classroom. ACEs support their classroom teacher by conducting small group lessons, meeting 1:1 with students, calling parents, administering assessments online, and conducting small group Social and Emotional Learning lessons. The ACEs join the teacher and students for morning meetings and they support the development of a positive learning environment and classroom culture online. ACEs have attended professional development for distance learning. Administrators will also ensure that ACEs are available to students who are struggling with the distance learning model for further assistance.

Campus Aides and Site Facilitators: These roles have adjusted to include preparing print materials for students and ensuring that students receive material and supplies in a variety of ways including parent pick-up and mailing materials. The aides and facilitators are supporting the site administrators

in preparing the buildings for the safe return to school. Campus aides have also shifted specific duties to include support with school-home communication and clerical support for leadership.

Special Education Staff

Special Education case managers and service providers have adjusted service delivery to include virtual services, assessments, and IEP meetings. Special education staff collaborate with general education staff to support students in general education virtual environments and collaborate with parents to ensure students have access and understanding of distance learning expectations. Additionally, special education staff have access to a HIPAA/FERPA compliant platform to conduct individual and small group sessions and assessments virtually.

Special education staff will continue to support students with unique learning needs and will reach out to parents personally who indicated they needed more assistance based on written comment feedback to plan.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Consistent with federal and state guidance, Springs will continue to ensure students with disabilities are provided with equal access to our distance learning programs. Springs will provide a free appropriate public education (FAPE) to the maximum extent possible to our students who have Individualized Education Plans (IEPs) through a flexible delivery model. Parents have been provided with an Emergency Contingency Plan (ECP) that outlines how special education and related services, supplementary aids and services, transition services, and Extended School Year (ESY) services will be provided through distance learning educational programs during the continuance of any emergency situation that prevents in person instruction. . Additional consult services are available to students and parents through the ECP as needed. Special Education staff have been given access to a HIPAA and FERPA compliant platform for the provision of distance learning services and assessments. IEP meetings will continue to be held virtually and/or telephonically throughout the continuance of the emergency, and will be scheduled in accordance with all applicable timelines. When students are allowed to return to in-person instruction, reopen its facilities, and resume programs as they were prior to the current closures parents and the other members of the EP team will make an individualized determination as to whether compensatory education services are needed under applicable standards and requirements.

All foster/homeless and EL students will continue to receive services through the MTSS Tier II program to ensure their success during the distance learning model. Any additional assistance needed will be given.

High-achieving students always have an opportunity to receive personalized learning opportunities to push them even further with their achievement. Senior leadership will ensure that Principals remind teachers to work with the high-achieving students and personalize for their needs.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Print materials for ELA & math The LEA purchased and distributed additional ELA and math workbooks and material for students to use at home while distance learning is in place. The LEA ensured a blend of print and online materials for student use so that they had the tools necessary to continue their learning while at home.	\$ 50,000	Y
Chromebooks & MiFi hotspots The LEA provided MiFi on an as needed basis for any student including homeless or foster youth who did not have access to the internet. All students were provided a Chromebook for accessing learning at home.	\$ 750,000	N
Professional development The LEA increased professional development opportunities with a specific focus on distance learning. The LEA hired experts to train teachers on best practices for online teaching and engagement strategies.	\$ 15,000	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served in several ways.

We continued to provide our students with learning opportunities during the summer months.

We provided access to several online programs for ELA and math including i-Ready, ST Math, Reading Plus, and Lexia. We provided students (TK-12) access to our Springs OPEN learning classroom. The OPEN classroom provides grade-level assignments and recorded lessons for ELA and math along with supplementary science and social studies materials. Students were able to keep their Chromebooks during the summer months to ensure access to the online learning options.

We will identify and address gaps in learning through a cycle of assessing, aligning instruction to the assessment results and progress monitoring. At the start of the 20-21 school year we will assess all students using iReady diagnostics for ELA and math to determine student skill levels. Based on these entry levels and using the iReady PreRequisite skill report, teachers will create individual learning plans and small group instructional. The assessment results will be used to identify Tier 2 and Tier 3 students. Via individual personalized learning plans, small group personalized instruction and interventions we will mitigate any student learning loss. One-to-one and small group instruction will take place in our distance learning classroom until we are able to return to our classrooms.

English Learners' i-Ready Reading scores will be reviewed and compared to last year's scores to check for greater than usual loss from spring to fall. Students who have greater than usual loss and whose i-Ready profile makes it unclear which specific skills are needed to mitigate their learning loss will have the opportunity to take the practice ELPAC in our LMS. This will clarify the specific skills appropriate for each student. The charter school will offer small group instruction online as part of designated ELD instruction. In addition, designated ELD instruction activities that can be done both online and at home will be used to ensure all students have access to appropriate English Language Development instruction. Teachers will be trained in using graphic organizers for both content organization and academic vocabulary. In addition, teachers will be trained to use Immersive Reader which is embedded into our LMS and allows students to translate text on the page into their primary language. Teachers have also been trained on assignment writing protocols that allow for full use of Immersive Reader technology.

Teachers and parents will use I Can! Mastery Courses and Quizzes as part of providing remediation for skills not mastered in 19-20. We have identified the priority I Can! Skills (grade-level standards) that should be mastered at each grade level.

Lexia and Reading Plus is available for identification and intervention at the earliest sign of learning loss.

We have adjusted our pacing guides in math grades 4-8 to include a three-week interactive, student review of math concepts for grades 4-8. The review is three weeks of key concept skills and is a review of the prior year's skills that are necessary for accessing the standards at the current grade-level.

We will increase access to teachers and small group instruction through online small group support with teachers and our subject matter specialists.

We will continue to provide professional development for our teaching staff to ensure that they are equipped with the best tools for supporting our students with potential learning loss during this unprecedented period. We offer a complete weekly schedule of online live and pre-recorded training and webinars.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter's demographics and grade levels served in several ways.

The LEA continued to provide our students with learning opportunities during the summer months including access to several online programs for ELA and math including i-Ready, ST Math, Reading Plus, and Lexia. The school provided students (TK-12) access to our Springs OPEN learning classroom. The OPEN classroom provides grade-level assignments and recorded lessons for ELA and math along with supplementary science and social studies materials.

Students were able to keep their Chromebooks during the summer months to ensure access to the online learning options. The LEA has provided Math Springboard Courses for all new and returning students in grades 4-8. These courses prioritize the CA Focus Standards in Math and include three weeks of targeted instruction in our Canvas LMS. Additionally, we have adjusted our pacing guides in math grades 4-8 to include this student review of math concepts. The review is three weeks of key concept skills and is a review of the prior year's skills that are necessary for accessing the standards at the current grade-level. Ninth grade students will be administered a math placement test aligned with the Carnegie Math and MathiaFlex program and results will be used to identify needed interventions. High School courses will provide just in time learning to identify prior skills needed to access new content and ensure students are given adequate time and support to gather knowledge needed for success. All teachers have been provided an overview of the curriculum and directions for how to access the courses and use them to target individual pupil learning losses.

All incoming 9th grade students and new students will take the i-Ready assessments in ELA and math. Outcomes will be used to target newly identified learning loss. Personalized Learning Labs, small group intervention time, and weekly seminars will be available for interventions and addressing specific gaps in learning.

The LEA has curated print materials and parent support for ELA based on the age/grade of the pupil. Sites are ensuring that all families have the opportunity to pick up these print learning materials at their sites. The materials include, trade books, paper, pencils, journals, playdough, magnetic letters, handwriting workbooks, phonics workbooks, and fluency poetry books. Teachers will continue to have small group guided reading, provide leveled books, provide direct instruction for phonics, phonemic awareness, vocabulary and reading comprehension. Teachers are encouraged to host book clubs and literature groups where age appropriate.

Assistant Classroom Educators (ACE) will continue to partner with the general education teacher to provide small group remediation, tutoring, and reading and math support for students. They will use Google Meets, Zoom, and Big Blue Button to facilitate online instruction. Teachers and ACEs will partner to design plans to close any learning gaps in student achievement.

Teachers have received training for how to use i-Ready and ST Math to backfill instruction and target for areas of learning loss. These trainings were offered to all teaching staff and were differentiated for new and advanced users. Educators are directed to use the Springs Mastery Learning Wheel to set goals for CA standards mastery and monitor progress. In addition to this learning cycle, educators are directed to formally progress monitor each individual child every six weeks through our MTSS process.

Learning loss for all students is addressed through the MTSS process and a tiered system of instruction (Tier 1-Tier 3). Students in Tier 1 instruction received personalized instruction for each grade-level CA Standard. Tier 1 is focused on best first instruction. Students in Tier 2 receive additional instruction using our intervention programs and targeted instruction. Online programs for intervention might include Reading Plus, Lexia, i-Ready, and Lexplore. Students in Tier 3 receive additional instruction using strategic instructional strategies as well as increased progress monitoring and assessment. Students in Tier 3 receive 1:1 interventions with Teachers and ACEs.

High school students including homeless students and foster youth have additional support available including options for credit recovery classes. Students that need credit recovery receive additional teacher support either in the online setting or face-to-face.

English language development (ELD): English Learners' i-Ready reading scores will be reviewed and compared to last year's scores to check for greater than usual loss from spring to fall. Students who have greater than usual loss and whose i-Ready profile makes it unclear regarding the specific skills needed to mitigate their learning loss will have the opportunity to take the practice ELPAC in our LMS. This will clarify the specific skills appropriate for each student. Teachers will be trained in using graphic organizers for both content organization and academic vocabulary. In addition, teachers will be trained to use Immersive Reader which is embedded into our LMS and allows students to translate text on the page into their primary language. Teachers have also been trained on assignment writing protocols that allow for full use of Immersive Reader technology. English Learners will use individualized online learning programs such as Brain Pop ELL or iReady reading and vocabulary lessons for personalized instruction that is intended in part to address learning loss and gaps in learning.

Students with exceptional needs: Special Education teachers and providers will collaborate with General Education staff to monitor progress of students with disabilities during distance learning. In addition, progress on IEP goals will be closely monitored and addressed through the IEP process as necessary. When students are allowed to return to in-person instruction in reopened schools and resume program options as they were prior to the school closures and implementation of Distance Learning, each student's IEP team will make an individualized determination as to whether compensatory education services or additional remediation and interventions are needed under applicable standards and requirements.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments and progress monitoring of student progress. This will include the internal benchmark assessments for Math and ELA administered at 3 points over the course of the 2020-21 school year. In addition to the benchmark assessments, teachers monitor progress through ongoing formative assessments including mastery assignments and mastery quizzes.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Print materials curated and printed for K-8 ELA for distance learning. The LEA purchased and distributed additional ELA materials for students to use at home while distance learning is in place. This included purchasing and distributing trade books, poetry readers and novels as well as material such as phonics programs for literacy development for TK-2.</p>	\$ 40,000	N
Credit recovery courses	\$ 0.00	N

<p>Online programs including Brain Pop ELL The LEA extended availability of online programs throughout the summer months. The LEA provides personalized online programs for ELA and math as well as for English Language Learners. Online programs include programs for remediation.</p>	\$100,000	Y
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Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The charter school will expand staff development and communications to include social, emotional, and mental health and wellbeing for all staff. The school will implement an online virtual platform to provide mental health services to staff and students, and train all mental health services staff on the use of the platform. Mental health services leadership will develop a comprehensive plan that addresses all aspects of the psychological impact of trauma, including crisis response, aftercare, and the promotion of individual self-care.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The charter school will revise the school’s Adequate Progress policy and process to address data collection and progress monitoring in alignment with COVID-19 guidelines. MTSS progress monitoring and tiered interventions will be revised to monitor and address engagement. Student engagement will be monitored schoolwide and will include tracking of students’ engagement in the general education program, specialized services, and referrals to MTSS and school counselors. School counselors will provide peer engagement activities for online learning that includes virtual counselor office activities and virtual classroom presentations.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

One or more nutritionally adequate meals compliant with federal and state requirements will be made available to students for every day of school. Grab-and-go meal service will be available to **all** students at a selection of convenient locations while sites are closed to students. Traditional meal service models with modifications for student and staff safety will be reinstated when in-person instruction and educational services resume at sites. Grab-and-go meals will continue to be available throughout the 2020/2021 SY for students who do not return to sites.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition Services Staff	Staff exceeded the number of hours normally worked in order to serve the charter's students and community as a whole.	\$ 65,000	Y
School Nutrition Services Supplies	Staff required more supplies and PPE in order to serve the charter's students and the community as a whole.	\$ 30,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
RSCS 10%	\$5,639,477

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The LEA is addressing the needs of foster youth, English learners, and low-income students first by first providing access to technology in order to ensure students are able to access curriculum and instruction in both the online and in-person setting. The LEA completed the transition to 1:1 technology during the Covid-19 pandemic. Due to a delay in the production and shipping of Chromebooks not all students were able to immediately receive the school purchased Chromebooks. The LEA prioritized access of a Chromebook to identified students including foster youth and low-income students. In addition to providing Chromebooks, the LEA ensures all students in need received a MiFi hotspot. Again, foster youth and low-income students were prioritized.

The Curriculum and Instruction team in collaboration with Pupil Services, MTSS coordinators and the Director of Assessment provided training and resources focused on supporting English Language Learners, the social and emotional well-being of all students including those identified as homeless or foster youth and low-income students. Access to school counselors, school psychologists, and additional support services are essential for supporting this population. Specific training for implementing integrated and designated ELD is ongoing and is addressed through training of school leaders and teachers.

The LEA's mission and vision statement includes a commitment to personalize learning for every student which includes a personalized learning plan to address both academic and social-emotional needs.

The LEA continues to focus on access to all course offerings for high school students across the network by providing distance learning options for courses that may be offered at one school site but not another. This is an ongoing process but has provided access to expanded learning options for all students. Access to courses is one way in which the LEA ensures an increase in College and Career readiness and access especially for students who are often underserved in these areas.

The LEA provides access to one college course for every high school student each year 9-12. The LEA continues to focus on ensuring success in these courses by examining the needs of students such as foster or homeless youth and low-income students. We ask ourselves what these populations need to succeed. In response to this question, the LEA is adding a College and Career Technician for the 20-21 school year to support the Director of High School in providing adequate support and coordinating efforts to ensure our students with the highest levels of need are achieving academic success.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Foster youth, English learners, and low income students have received the following additional services/supports:

MiFis for internet access

Materials in Spanish, as needed

Additional counseling support

Additional ACE/MTSS support

Free meals (even if not qualified normally)